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ABSTRACT

Assembled here are ninth grade English lesson plans designed to teach basic skills in English and to promote awareness of the importance of sex equity to students' personal and vocational aspirations. These one day lessons address: (1) the role of textbooks in sex stereotyping; (2) the changing roles of males and females; (3) the use of male and female pronouns; (4) the use of adjectives regarded as male or female; and (5) the identification of stereotyped language and ideas. Each lesson plan focuses on basic skills in a specified English content area, including grammar, reading, composition, and literature. (Author/APM)

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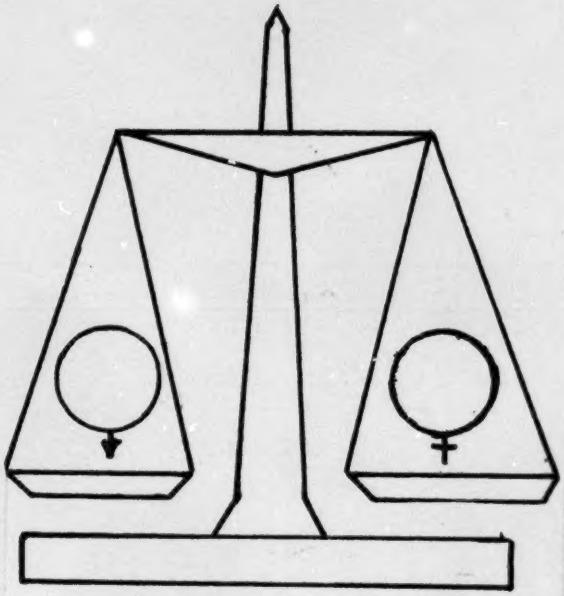
ENGLISH LESSONS

A SEX EQUITY UNIT

GRADES 7-9



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SEX EQUITY IN THE 80'S

SEX EQUITY PROJECT

CARO COMMUNITY SCHOOLS
301 HOOPER STREET
CARO, MI 48723

UD021289

Sex Equity Infused Lesson Plans

for

A Ninth Grade English Curriculum

TABLE OF CONTENTS

PAGE

ACKNOWLEDGEMENTS 1

INTRODUCTION 2

GRAMMAR LESSON PLANS

A. SEXISM IN THE GRAMMAR BOOK 3-6
B. ADJECTIVES 7-10
C. HIS - HIS OR HER - THEIR? (PRONOUN AGREEMENT) . . 11-13

READING LESSON PLAN - FOLLOWING DIRECTIONS -
WHO SHOULD BE CONCERNED? 14-16

COMPOSITION LESSON PLANS

A. PRE-WRITING 17-19
B. DEVELOPING THE OPINION/REASON PARAGRAPH 20-22

LITERATURE LESSON PLANS

A. STEREOTYPING IN DIALOGUE 23-31
B. A TEACHING STRATEGY FOR INFUSION OF SEX EQUITY
IN SHORT STORIES 32-42

BIBLIOGRAPHY OF TEXTS AND MATERIALS 43

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INTRODUCTION

These lesson plans were assembled by the ninth grade English teachers at Caro High School as part of a sex equity workshop conducted during the fall of 1979. They were designed to fit into the established freshman curriculum. The goals for students in each lesson are two-fold: (1) to learn a basic skill in a specified English content area, and (2) to achieve an expanded awareness of the importance of sex equity in relation to a student's personal and vocational aspirations.

These one-day lessons may be incorporated into your existing units. However, since you, as a teacher in a different school system, may not have access to the same texts and materials employed here, these lesson plans may also be used as springboards from which to create similar infused units with your own objectives.

INFUSED LESSON PLAN

TITLE: Sexism in the Grammar Book

SUBJECT: English 9 - Text Introduction

PURPOSE:

Content Area: To introduce students to the format of the grammar text.

Sex Equity Goal: To make students aware that textbooks can sometimes subtly teach sex role stereotyping.

PRIMARY ACTIVITY:

1. Give pretest and collect. (See attached sheet)
2. Pass out the grammar exercise and the accompanying worksheet on it. (See attached sheet)
3. Have students go over the grammar exercise and fill out the accompanying worksheet.
4. Discuss the results, and bring into the discussion the sexual bias that occurs not only when females and males are cast into specific molds, but also the harm that can derive when one sex or the other is absent continually from particular events and fields.
5. Have them then go over each section of the text, and on a separate piece of paper note each section and give one example of an objectional sentence or exercise. In this way you can point out the order of the book's structure.
6. Collect this assignment.
7. Give posttest and collect.

MATERIALS: Pretest, exercise from the book and accompanying worksheet, and paper for posttest.

EVALUATION: Pretest (see attached sheet), work done in class, and results of posttest.

Posttest: Have students write ten original sentences which are free of sexual stereotyping and include a representative sampling of males and females.

COMMENTS: The freshman grammar book currently in use is the 1965 edition of Warriner's English Grammar and Composition.

PRETEST

Directions: Mark those sentences which exhibit signs of sexual stereotyping or are objectionable.

1. Paula is not as athletic as the boys in her class.

2. Sharon's job is the cooking; Bill's responsibility is the lawn.

3. The mayor is usually in her office by noon.

4. The student has lost his/her books.

5. "Boys should never cry," the father admonished his son.

WORKSHEET

Directions: Fill out the worksheet given you, using the following exercise.

1. The assassination of the Austrian Archduke touched off the explosion of World War I.

2. Electronic machines now do in a few seconds calculations which would take mathematicians months or years to complete.

3. Exhibits of armor in museums remind us of the days of chivalry.

4. Diogenes, a famous cynic, used a lantern in daylight as he searched for an honest man.

5. The workman detonated the explosive, and the rock split.

6. Yellow fever has been eradicated through the work of Walter Reed.

7. The disloyal citizen was ostracized by his fellow townsmen.

8. The supercilious senior ignored the freshmen.

9. Tantalizing odors from the kitchen made the hungry boys' mouths water.

10. The gypsy fortuneteller was decked out in heavy, tawdry jewelry.

1. List the categories, professions and occupations that are represented as:

FEMALE	MALE

2. The person mentioned in each sentence is (keep a running count):

FEMALE	MALE	NOT SPECIFIED

3. Based on your tabulations above, what seems to be the book's attitude toward men and women?

4. Do you think this is a recent edition? Why or why not?

5. How do you think reading lessons like these affects males and females?

INFUSED LESSON PLAN

TITLE: Adjectives

SUBJECT: English 9 - Grammar

PURPOSE:

Content Area: To identify adjectives in and out of sentences.

To increase students' adjective vocabulary, especially those adjectives which describe people.

Sex Equity Goal: To have students realize that many adjectives considered male or female in characteristics are not, and can describe either sex.

PRIMARY ACTIVITY:

1. Have students take pretest. (See attached sheet)
2. Give a short lecture on the adjective and its purpose -- to describe people, places, and things. Give several examples in each category.
3. Have the students go over their pretest and sort out the adjectives from the other parts of speech. Pretest should be taken in ink so you can later see their original answers.
4. Now give them the worksheet in which sentences use adjectives considered masculine or feminine are combined with non-traditional subjects. (See attached worksheet).
5. After identifying the adjectives in the sentences, discuss the traits involved and elicit responses that point to the possibilities that all of the traits mentioned can be held by either males or females.
6. Give posttest and collect.

MATERIALS:: Pretest, worksheet, posttest, and pens.

EVALUATION: Class participation in discussion and posttest.

COMMENTS:

PRETEST

Circle the words you think are adjectives. Then put them in one of the three categories listed below.

1. Aggressive
2. Independent
3. Confidence
4. Emotional
5. Competitive
6. Business
7. Excitable
8. Adventurous
9. Feelings
10. Loud
11. Leader
12. Ambitious

CATEGORIES

Words that Describe Males	Words That Describe Females	Words that could describe Either Males or Females

ADJECTIVE WORKSHEET

Directions: Underline the adjectives in the following sentences.

1. Jill is very unemotional, and has never cried in public.

2. Teachers like agressive students in class.

3. Bob is very dependent on his brother for guidance.

4. Sam acted in a courageous manner, and saved the boy's life.

5. Lisa is so loud and sloppy she has very few friends.

6. The group of women worked in committee for three hours to arrive at some very decisive innovations.

7. Ron failed general math; although he wasn't stupid, he was extremely illogical.

8. Mrs. Winters was a competitive sort, and placed first in the tennis competition.

9. After twenty years behind the wheel of her truck, Ms. Forest was promoted to president of the corporation, a very secure position.

10. Terry was so excitable we couldn't believe it.

POSTTEST

Circle the words you think are adjectives. Then put them in one of the three categories listed below.

1. Daring
2. Imaginative
3. Friendship
4. Creative
5. Religious
6. Objective
7. Ambition
8. Intelligent
9. Self-confident
10. Decisions
11. Skilled
12. Self-sufficient

CATEGORIES

Words that Describe Males	Words that Describe Females	Words that could describe Either Males or Females

INFUSED LESSON PLAN

TITLE: His - His or Her - Their? (The Personal Pronoun Dilemma)

SUBJECT: English 9 - Grammar

PURPOSE:

Content Area: To have students correctly identify proper pronoun/antecedent agreement according to modern usage.

Sex Equity Goal: To increase student awareness of sexual inequity in the use of masculine pronouns whenever gender is undetermined.

PRIMARY ACTIVITY:

1. Give pretest and collect. (See attached sheet)
2. Explain rules of pronoun/antecedent agreement.
3. Introduce the idea of the inequity when all references to feminine pronouns are missing when gender is undetermined.
4. On the board put several examples of this problem.

   Example: The student lost his book.
5. Explain new procedure which is widely accepted, especially in conversation which allows for the use of the plural.

   Example: Everyone should follow their conscience.

   Note: Some teachers unable to accept this grammar change, may wish to teach the use of his/her and he/she instead, or make exceptions for oral English as opposed to written assignments.
6. Go over agreements exercises in a grammar book of your choosing which calls for correction from the old usage to the modern.
7. Give posttest and collect. (See attached sheet)

MATERIALS: Your own English grammar book, and pre- and post-tests.

EVALUATION: Pre- and post-test

COMMENTS:

PRETEST

Directions: Put a check by those sentences which contain no error in pronoun/antecedent agreement. Then put a SB by those which indicate sex bias.

_____ _____ 1. The student tore up his book in anger.

_____ _____ 2. One of us are making a mistake.

_____ _____ 3. A person should not expect too much from his friends.

_____ _____ 4. The mail carrier brought Jack and Ray the books that he had ordered.

_____ _____ 5. Pam and Sue will stay after school so that they can help us.

_____ _____ 6. Everyone needs her own fountain pen.

_____ _____ 7. Each of the players looked unhappy because he had failed the coach.

POSTTEST

Directions: Rewrite the sentences below so that they contain no errors in agreement and no sexual bias. If a sentence is correct, place "C" next to it.

1. Each of the actors forgot his lines.

_____

_____

2. Either Sally or Joyce left their basketball uniforms in the bus.

_____

_____

3. One of the convicts refused to eat his food.

_____

_____

4. Neither apologized for their blunder.

_____

_____

5. Both of the boys forgot their promises.

_____

_____

INFUSED LESSON PLAN

TITLE: Following Directions

SUBJECT: English 9 - Real Life Skills

PURPOSE:

Content Area: To give students competency in following written directions.

Sex Equity Goal: To understand and identify sex role stereotyping in regard to home, family and work situations.

PRIMARY ACTIVITY:

1. Give pretest, (See attached sheet), and collect.
2. Read and complete Unit 2: Following Directions in the Real Life Skills workbook. This unit deals with following written directions outside the school environment. The textbook concerns itself with work and social situations.
3. Pass out worksheet in which students are instructed to write directions for a specific task. Boys receive worksheets asking them to give cooking directions for a particular dish; girls are told to write directions for changing oil in a car.
4. After the attempts, discuss with the students the role society places a person in and the limitations this can have on him or her. Note how many of the students could complete the worksheet, (this will probably be very few), and question what would happen if the sheets were exchanged.
5. Ask the students if both of these directions are necessary ones to their survival in the "outside world." Elicit responses that point to the need to be able to do as much as possible in a full range of tasks.
6. Return to the unit and go over the directions looking for subunits that some students may not have originally thought important to them.
7. Give posttest and collect. (See attached sheet) (Pretest and Posttest involve the same questions. Note change in opinions and added understanding of concepts involved.)

MATERIALS: Pretest, class discussion, and results of posttest.

COMMENTS:

PRETEST

Directions: Answer with as much detail as possible the following questions.

1. Name two traditional roles that are usually delegated to males in home situations.

2. Name two traditional roles or tasks that are usually delegated to females in home situations.

3. What are society's expectations for males and females in the traditional sense in the work arena?

4. Are traditional roles limited in any way?

5. How are the perceptions of today's male and female roles changing?

POSTTEST

Directions: Answer with as much detail as possible the following questions.

1. Name two traditional roles that are usually delegated to males in home situations.

2. Name two traditional roles or tasks that are usually delegated to females in home situations.

3. What are society's expectations for males and females in the traditional sense in the work arena?

4. Are traditional roles limited in any way?

5. How are the perceptions of today's male and female roles changing?

INFUSED LESSON PLAN

TITLE: Pre-Writing

SUBJECT: English 9 - Composition

PURPOSE:

Content Area: To help students realize that they do have many interests and activities to write about in a composition unit.

Sex Equity Goal: To examine differences in male and female activities and interests in this age group and to discuss the reasons for these differences.

PRIMARY ACTIVITY:

1. Give pretest. (See evaluation for test directions.)
2. Collect pretest.
3. Have students complete the attached worksheets, listing activities and interests as indicated.
4. On the board, tabulate the responses of the males and females in the class. (i.e. how many females listed TV repair in categories 1, 2, 3, or 4?)
5. Using the results, have the students discuss the most glaring differences and the reasons they believe these differences exist.
6. Make sure students are aware of differences between male and female responses, if they exist, as well as differences between what students are interested in and have tried, and are interested in and have not tried. Why?
7. Give posttest.

MATERIALS: The attached worksheets, pretest and posttest paper, and pen or pencil.

EVALUATION: Pretest: Before seeing the list, students will write a ten minute composition on activities they've done or would like to do.

Posttest: After completing the worksheet and participating in the discussion on the sex-role implications of the results, students will write again a short composition on their interests, noting any areas where they have changed their opinion of the activity or the suitability of the activity as it concerns their sex.

COMMENTS:

WHAT INTERESTS YOU?

Using the following list of activities, hobbies and subjects, create four lists on the sheet provided, ranking these items.

List #1 should include those items you enjoy and know the most about.

List #2 should include those items you think you'd enjoy doing, but you've only tried them once or twice.

List #3 should include those items you'd like to try, but you've never tried before.

List #4 should include those items you've never heard of or have no interest in doing.

horseback riding
raising chickens
raising rabbits
dog obedience
animals in general
gardening
flower arranging
string art
macrame'
ceramics
puppet making
performing plays
tennis
ping pong
cards
chess
monopoly
other board games
dolls
Army
Navy
Marines
Peace Corps
camping
amusement parks (Cedar Pt. or Disney World
crewel
making clothes
cooking with wok
baking
dirt biking
trail riding
dune buggies
skin diving
pinball machines
fortune telling
witches
ghosts
goblins

writing letters
history
biology
birds
insects
stamp collecting
coin collecting
_____ collecting
drawing
painting
football
basketball
traveling in the U.S.
traveling in Canada
traveling in Europe
computers
calculators
bridge building
house construction
church
religious traditions
revivals
singing
writing stories
throwing frisbees
embroidery
life guarding
water aquatics
water ballet
diving
racing in swim meets
drag racing
cycle racing
canoeing
canoe races
row boating
speed boating
fly-tying

creating cartoons
bicycling
backpacking
hiking
hang gliding
cycling
skate boarding
delivering newspapers
taking photos
baseball
hockey
volleyball
hunting
making candy
burning leaves
sledding
snow skiing
tobogganning
cross-country skiing
water skiing
roller skating
ice skating
ice capades
trains
collecting rocks
climbing mountains
soap carving
wood carving
ships in bottles
making bottles into lamps
radio repair
TV repair
rock music
karate
fireworks
trout fishing
bass fishing

List #1

What I enjoy the most or know the most about.

List #2

What I enjoy doing but have only done once or twice.

List #3

What I'm interested in trying but I've never done before.

List #4

What I have no interest in doing or know nothing about.

INFUSED LESSON PLAN

TITLE: Developing the Opinion/Reason Paragraph

SUBJECT: English 9 - Composition

PURPOSE:

Content Area: To have students learn how to develop the opinion/reason paragraph in a coherent manner.

Sex Equity Goal: To facilitate recognition of the traditional stereotyped sex roles and the changes these roles are undergoing in our modern society.

PRIMARY ACTIVITY:

1. Pass out the sample "Dear Abby" letters. (See attached sheet)
2. Read the letters aloud as students follow along.
3. Introduce the idea of the opinion/reason paragraph, using the opinion as the topic sentence and the reasons for the opinion as the supporting detail.
4. Pass out the second worksheet and with the students' discussion from a sample paragraph on the board.
5. Have the students now frame a paragraph of their own, using a reply to one of the letters as the subject for the paragraph.
6. Collect these paragraphs.
7. Discuss various answers to the problems, attempt to sort out reasons for conflicting advice.
8. Bring in the ideas of sex role stereotyping and job restrictions.
9. Have the students now write a second "Dear Abby" response to the same problem they addressed themselves to before, ask them to interject one or more supporting details that deal with the stereotyping problem.

MATERIALS: The "Dear Abby" letters, the paragraph construction worksheet, and pen or pencil.

EVALUATION: The before and after letters will serve as the pre- and post-tests. Note and tabulate the presence or absence of stereotypical views in each student's first and second letter.

COMMENTS:

DEAR ABBY

Dear Abby,

I am a married man and 40 years old. My wife and I have been working for the same company for many years. Recently my wife was promoted and is now making considerably more money than I am. In her new managerial position, she has become my boss. Company policy does not allow spouses to work together in the same department. I must now make a choice. I can request a transfer to another department, or I can look for another job with another company. I have also been considering staying home as a househusband. I like to cook, and the housework is a breeze. I could play golf, go fishing, work on projects around the house, and perhaps write some articles. I have always wanted to try my hand at writing. My wife will be happy with whatever I decide. I worry about what other people will say. What should I do?

Concerned

Dear Abby,

My wife has just been offered a job in another city 1200 miles from here. This is a promotion with a significant increase in pay and much more responsibility. She has been working for a promotion for a long time. I have a super job which I enjoy. I play golf with the same group every week, and I love my life style here. Opportunities in my field are very limited in the city where my wife has been offered the job. What should I do?

Torn

Dear Abby,

I am a housewife and enjoy being at home. My children are in school and I love the peace and quiet. It gives me time to read, sew, and do various crafts which I never had time to do when the children were small. All my friends are working and they are pressuring me to do the same thing. We could use the extra money. Is there something wrong with me? I do not want to go back to work. I feel perfectly happy and content to remain "working" at home. Am I wrong?

Contented

Dear Abby,

I am engaged to be married next summer. Just recently I mentioned to my fiance that I hoped I could find a good job wherever we ended up living. He flew into a rage at the thought of my working. He thinks I don't believe he can make enough money for both of us. How can I tell him I do not want to work for economic reasons only?

Want to Work

Dear Abby,

My husband has just been offered a job in another city. It is a new company that can pay him a lot more than he is earning now, and he will have a great deal more responsibility. I have a job where we are now that I would hate to leave. I am not sure I could find a job like it in the other city. We have a lovely home and many friends right where we are, but my husband still seems anxious to take the new job. Should I say we should go?

Uncertain

PARAGRAPH CONSTRUCTION WORKSHEET

1st sentence:	Topic sentence	(Gives an opinion)
2nd sentence:	First supporting sentence	(Gives least important reason for holding the opinion)
3rd sentence:	Second supporting reason	(Gives next most important reason for holding the opinion)
4th sentence:	Third supporting reason	(Gives most important reason)
5th sentence:	Additional sentence to back up reason #3	(Since #3 is most important reason for your opinion, add an additional thought to clarify and strengthen the reason)
6th sentence:	Concluding sentence	(Sums up your reasons and repeats the main idea of the topic sentence)

EXAMPLE

Topic Sentence

(Teacher: Use one of your own ideas here, develop the outline on the board, and then expand it to fit a paragraph construction like the one above.)

1st idea:

2nd idea:

3rd idea:

support for it:

Conclusion

INFUSED LESSON PLAN

TITLE: Stereotyping in Dialogue

SUBJECT: 9th Grade English - Short Stories

PURPOSE:

Content Area: To identify dialogue in a story and to have students write dialogue of their own.

Sex Equity Goal: To identify the use of stereotyped language, and to identify the stereotyped ideas some people have about females.

PRIMARY ACTIVITY:

1. Give pretest (see attached sheet).
2. Pass out the short story After You, My Dear Alphonse by Shirley Jackson.
3. Explain what dialogue is and give examples of how dialogue is written.
4. Briefly discuss the term stereotype and write a short definition on the board. Example: "Stereotype: a generalization made about a group of people without consideration of individual differences."
5. Have the students read the story aloud and underline any dialogue by Mrs. Wilson that smacks of stereotyping.

   Example: "You shouldn't let Johnny make you carry all that wood." (The implications being that since Boyd is black, Johnny, who is white, thinks he has a right to boss him around.)

6. List the results of this racial stereotyping on the board.
7. Discuss other types of stereotyping, such as ethnic and sexual.
8. Now list examples of female stereotyping. Brainstorm with the class and list as many as possible.
9. Pass out the second set of stories in which the dialogue of Mrs. Wilson has been deleted. (This has not been included; you will need to have this set completed at your school.) In this set, Boyd has been replaced by a girl.
10. Have the students compose dialogue of their own which will reveal Mrs. Wilson's stereotypical views of females then collect.
11. Give posttest.

Example: "Barbara, you shouldn't be carrying that wood. You'll hurt yourself. You're not strong enough. Let Johnny do it."

MATERIALS: Classroom set of the story, and additional set with dialogue deleted and name changed.

EVALUATION: Difference in answers to pretest and posttest.

See attached sheets for both tests.

The story in which they compose dialogue can be used as an evaluation guide to see if they understand dialogue and its punctuation.

COMMENTS:

PRETEST

Directions: Which of the following quotations are stereotyped views?

1. "I don't like California because everyone out there is so strange."

2. "I wish we didn't have to fly home. I hate airplanes."

3. "Apple pie is my favorite kind of dessert."

4. "Chinese people are extremely studious, and do particularly well at math."

5. "Men show less emotion than girls and are less sensitive."

6. "Carla is a good athlete. She scored twenty-five points last night."

7. "Blacks are better athletes because of their muscular structure and their natural rhythm."

After You, My Dear Alphonse

by: Shirley Jackson

Mrs. Wilson was just taking gingerbread out of the oven when she heard Johnny outside talking to someone.

"Johnny," she called, "you're late. Come in and get your lunch."

"Just a minute, Mother," Johnny said. "After you, my dear Alphonse."

"After you, my dear Alphonse," another voice said.

"No, after you, my dear Alphonse," Johnny said.

Mrs. Wilson opened the door. "Johnny," she said, "you come in and get your lunch. You can play after you've eaten."

Johnny came in slowly. "Mother," he said, "I brought Boyd home for lunch with me."

"Boyd?" Mrs. Wilson thought for a moment. "I don't believe I've met Boyd. Bring him in, dear, since you've invited him. Lunch is ready."

"Boyd!" Johnny yelled. "Hey, Boyd, come on in."

"I'm coming. Just got to unload this stuff."

"Well, hurry, or my mother'll be sore."

"Johnny, that's not very polite to either your friend or your mother," Mrs. Wilson said. "Come sit down, Boyd."

As she turned to show Boyd where to sit, she saw he was a Negro boy, smaller than Johnny but about the same age. His arms were loaded with split kindling wood.

"Dead soldiers," Johnny said mildly. "We stand them on the ground and run over them with tanks."

"How do you do, Mrs. Wilson?" Boyd said.

"How do you do, Boyd? You shouldn't let Johnny make you carry all that wood. Sit down now and eat lunch, both of you."

"Why shouldn't he carry the wood, Mother? It's his wood. We got it at his place."

"Johnny," Mrs. Wilson said, "go on and eat your lunch."

"Sure," Johnny said. He held out the dish of scrambled eggs to Boyd. "After you, my dear Alphonse."

"After you, my dear Alphonse," Boyd said.

"After you, my dear Alphonse," Johnny said. They began to giggle.

"Are you hungry, Boyd?" Mrs. Wilson asked.

"Yes, Mrs. Wilson."

"Well, don't you let Johnny stop you. He always fusses about eating, so you just see that you get a good lunch. There's plenty of food for you to have all you want."

"Thank you, Mrs. Wilson."

"Come on, Alphonse," Johnny said. He pushed half the scrambled eggs onto Boyd's plate. Boyd watched while Mrs. Wilson put a dish of stewed tomatoes beside his plate.

"Boyd don't eat tomatoes, do you, Boyd?" Johnny said.

"Doesn't eat tomatoes, Johnny. And just because you don't like them, don't say that about Boyd. Boyd will eat anything."

"Bet he won't," Johnny said, stacking his scrambled eggs.

"Boyd wants to grow up and be a big strong man so he can work hard," Mrs. Wilson said. "I'll bet Boyd's father eats stewed tomatoes."

"My father eats anything he wants to," Boyd said.

"So does mine," Johnny said. "Sometimes he doesn't eat hardly anything. He's a little guy, though. Wouldn't hurt a flea."

"Mine's a little guy, too," said Boyd.

"I'll bet he's strong, though," Mrs. Wilson said. She hesitated. "Does he . . . work?"

"Sure," Johnny said. "Boyd's father works in a factory."

"There, you see?" Mrs. Wilson said. "And he certainly has to be strong to do that -- all that lifting and carrying at a factory."

"Boyd's father doesn't have to," Johnny said. "He's a foreman."

Mrs. Wilson felt defeated. "What does your mother do, Boyd?"

"My mother?" Boyd was surprised. "She takes care of us kids."

"Oh, she doesn't work, then?"

"Why should she?" Johnny said through a mouthful of eggs. "You don't work."

"You don't really want any stewed tomatoes, Boyd?"

"No, thank you, Mrs. Wilson," Boyd said.

"No, thank you Mrs. Wilson, no thank you, Mrs. Wilson, no thank you, Mrs. Wilson," Johnny said. "But Boyd's sister's going to work. She's going to be a teacher."

"That's a very fine attitude for her to have, Boyd." Mrs. Wilson restrained an impulse to pat Boyd on the head. "I imagine you're all very proud of her?"

"I guess so," Boyd said.

"What about all your other brothers and sisters? I guess all of you want to make just as much of yourselves as you can."

"There's only me and Jean." Boyd said. "I don't know yet what I want to be when I grow up."

"We're going to be tank drivers, Boyd and me," Johnny said. "Zoom." Mrs. Wilson caught Boyd's glass of milk as Johnny's napkin ring, suddenly transformed into a tank, plowed heavily across the table.

"Look, Johnny," Boyd said. "Here's a foxhole. I'm shooting at you."

Mrs. Wilson, with the speed born of long experience, took the gingerbread off the shelf and placed it carefully between the tank and the foxhole.

"Now eat as much as you want to, Boyd." she said. "I want to see you get filled up."

"Boyd eats a lot, but not as much as I do," Johnny said. "I'm bigger than he is."

"You're not much bigger," Boyd said. "I can beat you running."

Mrs. Wilson took a deep breath. "Boyd," she said. Both boys turned to her. "Boyd, Johnny has some suits that are a little too small for him, and a winter coat. It's not new, of course, but there's lots of wear in it still. And I have a few dresses that your mother or sister could probably use. Your mother can make them over into lots of things for all of you, and I'd be very happy to give them to you. Suppose before you leave I make up a big bundle and then you and Johnny can take it over to your mother right away . . ." Her voice trailed off as she saw Boyd's puzzled expression.

"But I have plenty of clothes, thank you," he said. "And I don't think my mother knows how to sew very well, and anyway I guess we buy about everything we need. Thank you very much, though."

"We don't have time to carry that old stuff around, Mother," Johnny said. "We got to play tanks with the kids today."

Mrs. Wilson lifted the plate of gingerbread off the table as Boyd was about to take another piece. "There are many little boys like you, Boyd, who would be very grateful for the clothes someone was kind enough to give them."

"Boyd will take them if you want him to, Mother," Johnny said.

"I didn't mean to make you mad, Mrs. Wilson," Boyd said.

"Don't think I'm angry, Boyd. I'm just disappointed in you, that's all. Now let's not say anything more about it."

She began clearing the plates off the table, and Johnny took Boyd's hand and pulled him to the door. "Bye, Mother," Johnny said. Boyd stood for a minute, staring at Mrs. Wilson's back.

"After you, my dear Alphonse," Johnny said, holding the door open.

"Is your mother still mad?" Mrs. Wilson heard Boyd ask in a low voice.

"I don't know," Johnny said. "She's screwy sometimes."

"So's mine,"Boyd said. He hesitated. "After you, my dear Alphonse."

POSTTEST

Directions: Put quotation marks around those sentences which need them, and circle the statements that show stereotyped views.

1. Bill said, I think girls are dumber than boys when it comes to science.

2. Why don't we let all the freshman play in the tournament asked Sue.

3. The professor believed that Jewish people are very tight with their money.

4. You are always sick, it seems to me Fred and Liz commented.

5. It is thought that blacks first came to the U. S. in the 1600's.

6. Polish jokes are true, because all Poles are dumb laughed Brett.

7. Can't we stop believing all these lies asked Jessie.

INFUSED LESSON PLAN

TITLE: A Teaching Strategy for Infusion of Sex Equity in Short Stories

SUBJECT: 9th Grade English - Literature, Short Stories, Study of Characterization

PURPOSE:

Content Area: To teach basic short story elements with emphasis on the characterization

Sex Equity Goal: To increase student awareness of the limitations placed on an individual by society's traditional male/female role expectations.

PRIMARY ACTIVITY:

1. Give pretest and collect. (See attached sheet)
2. Pass out copies of X: A Fabulous Child's Story by Lois Gould.
3. Have students read the story aloud in class.
4. Briefly go over the basic elements of the short story.
5. Focus the discussion on characterization and which techniques an author employs to draw a characterization in a story.
6. List on the board the aspects of the characterization of X.
7. Discuss X as a person through reactions of others to the character and through what X says and does.
8. Discuss the idea of traditional roles and tasks, pointing out the changes in our society and the possible limitations of such delineations.
9. Give posttest. (See attached sheet)

MATERIALS: X: A Fabulous Child's Story by Lois Gould. (See attached sheets)

EVLAUATION: Posttest will serve to evaluate not only changes in attitude from pretest results, but will also measure understanding of the story's content.

COMMENTS:

PRETEST

Directions: Mark "M" next to those traits you consider male, "F" next to those you consider female, and "B" next to those you consider exemplify both.

1. is strong and active
2. is sweet
3. gets dirty climbing rocks
4. cries
5. plays with dolls
6. is a future President of General Motors
7. shoots marbles
8. serves at a doll's tea party
9. plays ball very well
10. bakes cakes for the baking contest
11. wins the spelling bee
12. wins the relay race
13. has a newspaper route
14. plays hockey
15. babysits
16. runs the lawn mower
17. runs the vacuum cleaner
18. works needlepoint
19. does biology experiments in dissecting animals
20. pushes a baby carriage

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X: A Fabulous Child's Story

by LOIS GOULD

ONCE UPON A TIME, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientist admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it *was* an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents -- and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby -- no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any babysitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not playing a rude joke. And that made the friends and relatives very angry. The relatives all felt embarrased about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, it is a boy or a girl?" "It's an X" Mr. Jones said. The clerk gave Mr. Jones a puzzled look and said huffily, "In *that* case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty -- as if the Joneses had snarled *at them*.

When Baby X started to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little -- " and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"Your're a *what?*" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to

form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their *Instruction Manual* (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw a baseball and that father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all -- Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes -- overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that he had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their *Instruction Manual*. Under "Other Children," they found the following message: "What did you Xpect? *Other Children* have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X -- you don't have to stick to the rules at all! All you have to do is be yourself. P. S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. The Other Children noticed something else. He said: "Winning or losing doesn't see to count to X. X seems to have fun being good at boys' skills *and* girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls -- just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet *in* the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging

around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three babysitting jobs. Peggy started running the lawn mower, and Joe started cooking. Their parents were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody *else* mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then *all* the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

Ms. and Mr. Jones reported this at once to the scientists, who referred them to page 85,759 of the *Instruction Manual*. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up -- or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if --?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if --?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking. What if --? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be *very* hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever heard of. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the *whole* test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," sshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered -- you could tell he must be very upset --" in my opinion, young X here --".

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about --"

"Just about *what*? Let's have it!" shouted another parent.

". . . just about the *least* mixed-up child I've ever Xamined!" said the

psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How *could* X have passed the whole Xamination? Didn't X have an *identity* problem? Wasn't X mixed up at *all?* Wasn't X *any* kind of a misfit? How could it *not* be, when it didn't even *know* what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because I'm mixed-up! As for being a misfit -- ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what *is* X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too." said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "*It's a Y!*"

POSTTEST

Directions: Mark "M" next to those traits you consider male, "F" next to those you consider female, and "B" next to those you consider exemplify both. Then circle those characteristics which X showed in the story.

1. is strong and active
2. is sweet
3. gets dirty climbing rocks
4. cries
5. plays with dolls
6. is a future President of General Motors
7. shoots marbles
8. serves at a doll's tea party
9. plays ball very well
10. bakes cakes for the baking contest
11. wins the spelling bee
12. wins the relay race
13. has a newspaper route
14. plays hockey
15. babysits
16. runs the lawn mower
17. runs the vacuum cleaner
18. works needlepoint
19. does biology experiments in dissecting animals
20. pushes a baby carriage

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